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Ontario Teacher Education College

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University of Toronto

1975/76

Hamilton
Toronto

Teacher Education and Certification Branch

Ministry of Education
17th Floor, Mowat Block
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Message from the Minister of Education

This is the first calendar of the Ontario Teacher Education College, and it thus has particular significance.

In 1969, the Ministry of Education operated thirteen teachers' colleges dedicated to the training of elementary school teachers. Since then, nine have been integrated with universities, and two have been closed. The remaining two colleges at Hamilton and Toronto were, in 1974, brought together as distinct campuses of a newly-created entity, the Ontario Teacher Education College.

Both the Toronto and Hamilton campuses remain under the direct jurisdiction of the Ministry of Education. The B.Ed. degree will be awarded to graduates, and there is a strong mandate to innovate. Traditional values and approaches to teacher education will not be abandoned, but new ground will be broken to make teacher education more vibrant and relevant for those entering teaching and for those seeking continuing professional development.

The emphasis at both campuses, is on the practical side of teaching, although not to the exclusion of theory. Both pre-service and in-service programs are offered to help individuals become qualified teachers in the fullest sense.

My best wishes to candidates and staff of OTEC for 1975-76.

Thomas L. Wells

Hon. Thomas L. Wells
Minister of Education

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A Message to the Prospective Teacher

Teaching is essentially fulfilling responsibilities towards young people. When this focus is clear, it is stimulating and personally rewarding. It is, however, not an "easy" profession. It requires deep concern for the development of young people as well as highly specialized skills. The programs offered at the Ontario Teacher Education College have been planned to help you acquire some of the skills needed to work with students in the Primary, Junior, and Intermediate Divisions of the school. I know that you will find a dedicated and experienced staff at both campuses, as well as outstanding associate teachers in the schools where practice teaching is carried on.

One year of basic teacher education is too short a time to do more than "rough in" the foundations of a profession. Professional development during the remainder of your career must be a continuing process. There are many opportunities for in-service growth under the auspices of OTEC, the faculties and schools of education at universities, the Ontario Teachers' Federation, the Ministry of Education, and other agencies in the province.

Your year at OTEC will be a demanding but satisfying beginning to your chosen career, if you are truly motivated to the service of young people.

J.K. Crossley, Director

Reorganization of Teachers' Colleges in Ontario

The Report of the Minister's Committee on the Training of Elementary School Teachers, 1966, recommended the transfer of teachers' colleges to university control, and this recommendation was supported by the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario in its report *Living and Learning,* published in 1968. Implementation of this recommendation began in 1969, when the Lakehead Teachers' College became the Faculty of Education of Lakehead University and the University of Ottawa Teachers' College became a part of the University of Ottawa. In 1970 Windsor Teachers' College was integrated with the University of Windsor; in 1971 St. Catharines Teachers' College was integrated with Brock University and Lakeshore Teachers' College with York University; in 1973 London Teachers' College was integrated with the University of Western Ontario and North Bay Teachers' College was integrated with Nipissing College. In the same year, teachers' colleges in Peterborough and Stratford were closed, and in 1974 the Sudbury Teachers' College was integrated with Laurentian University of Sudbury and the Ottawa Teachers' College was joined with the University of Ottawa.

On June 4, 1974, the Minister of Education for the Province of Ontario announced the formation of the Ontario Teacher Education College, joining the former Toronto and Hamilton Teachers' Colleges as a continuing operation under the aegis of the Ministry of Education.

Calendar of the Ontario Teacher Education College

with campuses at Hamilton and Toronto

Term Dates 1975/76

The first term opens on September 9, 1975, and closes on December 19, 1975.

Christmas vacation: December 20, 1975, to January 4, 1976, inclusive.

The second term opens on January 5, 1976, and closes on April 30, 1976.

Final examinations: May 3 to 7, 1976.

Fees

The tuition fee is $585.00, payable in total or in two instalments. An accepted candidate is required to pay a $50.00 confirmation deposit, which is deducted from the fee. This deposit is refundable before September 30, 1975.

Conditions of Admission

Academic
A candidate for admission to the Ontario Teacher Education College is required to hold a degree in arts or science from an Ontario university or a degree considered equivalent thereto.

Medical
A candidate must establish proof that he is free from active tuberculosis. Information concerning procedures for tuberculin test and/or X-ray is available from the College.

Citizenship
An applicant for admission must submit evidence that he is a Canadian citizen or holds landed immigrant status.
Note: Certificates may not be made permanent unless Canadian citizenship is held.

An applicant who was born in Ontario is required to forward a certificate showing the place and date of his birth, available from the Deputy Registrar-General of Births, Room M2-49, 2nd Floor, Macdonald Block, Queen's Park, Toronto M7A 1L5. Applicants born outside Ontario must submit an original birth certificate or other evidence acceptable to the Minister of Education.

Certificate of Marriage
A married woman applicant who wishes to be registered in her married name is required to present a certificate of marriage.

Proficiency in English
A candidate whose native tongue is other than English must demonstrate a facility in English usage deemed acceptable for teaching purposes in the school classroom. Language tests are arranged by the College.

Personal Interview
A personal interview may be required and, if so, will be arranged at the College.

Application Procedures

Application Requirements
Application forms may be obtained from the following addresses:

Ontario Teacher Education College
951 Carlaw Avenue
Toronto, Ontario
M4K 3M2
Telephone: (416) 461-6351

Ontario Teacher Education College
1400 Main Street West
Hamilton, Ontario
L8S 1C7
Telephone: (416) 528-7049

With the application form, a candidate is required to submit the following information:

a) an official academic transcript bearing the seal of the university, the signature of the registrar, and the date on which the completed degree was conferred
Note: A photocopy is acceptable to the College, but it must bear an original seal of the university. It will be returned to the candidate at a later date.

b) a birth certificate or baptismal certificate showing the place and date of birth
Note: The original document is required; it will be photocopied and returned immediately to the candidate.

c) proof of Canadian citizenship or landed immigrant status (for applicants born outside Canada)
Note: Original documents are required; they will be photocopied and returned immediately to the candidate. *See* Citizenship under Conditions of Admission, page 3.

d) social insurance number

e) certificate of marriage for the candidate who wishes to be registered and certificated in her married name
Note: An original document is required; it will be photocopied and returned immediately to the candidate.

The completed application form should be returned as soon as possible with the necessary documents. Accepted candidates are notified to this effect and are required to confirm their acceptance.

Processing of Applications
An application may be filed with the College at any time.

It is understood that a candidate receiving a basic arts or science degree at a spring convocation in 1976 will not be able to complete his documentation until after the convocation, at which time he may submit either an academic transcript or his diploma showing that he does, in fact, hold a university degree.

Unconditional admission may be afforded the applicant who holds an acceptable university degree and who is otherwise qualified.

Conditional admission may be afforded the applicant whose supporting documentation is acceptable but not necessarily complete; for example, a candidate who has not graduated at the spring convocation of his university but who completes his degree program through summer study and who will be laureated during the fall convocation of his university may be admitted conditionally, pending proof of graduation. Such a candidate should submit, by July 15, 1975, as up-to-date an academic transcript as is available, together with adequate proof that he will have fulfilled all requirements for his degree by September 1975 and that he has applied or intends to apply for graduation at the 1975 fall convocation of his university. Accordingly, his application may be processed during the summer and the conditional status removed when the candidate, following graduation, presents his diploma to the principal of the College. Upon receipt of the confirmation deposit of $50.00, the College will forward to the applicant a card of admission, unconditional if all supporting documentation has been received, conditional if documentation has not been completed.

General Information

Sessional Records
Records of candidates' achievements are determined on the basis of continuous evaluation and include records of major and minor assignments, oral/written class tests, practical work, and class participation.

Traditionally, the written examination has been the instrument used to measure a candidate's understanding and mastery of content. It is felt at this College that an understanding of the pedagogical concepts inherent in teacher education must extend beyond the confines of class presentation. On the premise that the completion of a major assignment provides the candidate with an in-depth understanding of some facet of curriculum and methods, as well as a more sensitive appreciation of the needs of children, candidates are required to present for evaluation a number of major assignments during the college session.

The written examination, however, is still used to evaluate the performance of candidates whose standing on assignments and class tests during the year does not merit the exemption privilege. On the recommendation of the staff, a candidate may be exempted from writing the final examination in any examination subject taken at OTEC.

Final Standing
To be granted the B.Ed. degree and to qualify for an Interim Elementary School Teacher's Certificate, a candidate must obtain pass standing in practice teaching and pass or be recommended in the final examinations in Foundations of Education and Curriculum set by the staff of the College. Examinations are conducted during the last week of the third term.

A candidate enrolled in Primary Methods, Part I, Elementary Vocal Music, Type B, Oral French, Special Education, the program in Teaching English as a Second Language, or the School Librarians' program and who passes in practice teaching in his supplementary subject, obtains pass standing, or is recommended in the final examination in the respective area of study will be issued a certificate in the supplementary subject, provided that he qualifies for an Interim Elementary School Teacher's Certificate.

Supplemental Examinations
A candidate who fails in not more than two of the final examination subjects and who passes in practice teaching may write supplementary examinations in August 1975 on the dates and at the hours set by the College.

Appeals
Provided that he has passed in practice teaching, a candidate who has failed one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister of Education, accompanied by a fee of $2 per paper made payable to the Treasurer of Ontario. The letter of appeal, including the fee, must be mailed to: Ministry of Education, Ontario, P.O. Box 560, Postal Station F, Toronto. The fee will be returned to the candidate if the appeal is sustained.

Note: Results obtained during the August supplementary examinations may not be appealed.

Expenses
In addition to the tuition fee of $585.00, a student whose home is not near the College must bear the expense of room and board. In addition, all students are responsible for travelling and living expenses incurred during the weeks of continuous practice teaching. The cost of textbooks, notebooks, and supplies is also borne by the student.

Financial Aid
A student planning to attend the College may apply for financial assistance under the Province of Ontario Student Aid Program. Application forms may be obtained from the Ontario Teacher Education College in Toronto or Hamilton.

Student Organizations
The social, athletic, and cultural programs at each campus of the College are largely under the direction of the students themselves and are administered through their extracurricular organizations.

Library Services
The college libraries provide excellent print resources for all programs, with an additional resource library of children's literature at the Kindergarten/Primary levels. The teacher-in-training is afforded assistance in the use of card catalogues, indices, reference books, periodicals, and picture files, as well as in locating resource materials on topics of particular relevance (e.g., the function of the library in the elementary school; the relation of the school to the community or public library; the travelling library; the selection and purchase of books; library records, etc.).

Ontario Teacher Education College, Hamilton

Staff

Administrative
R.H. Brayford, B.A., B. Paed., Principal
A. Lodge, B.A., BPHE, M.Ed., Vice Principal
N.J. Thomson, B.A., M.S., Director of Practice Teaching
R.A. Shackleton, B.A., M.Ed., Assistant to Director of Practice Teaching

Secretarial
Miss A.V. Morgan, Office Manager
Mrs. B.A. Moore
Miss C.L. Bullock
Miss T.J. Norris

Library
Mrs. C. Dingman, B.A., M.L.S., Librarian
Mrs. C. Campbell
Miss S. Gellert

Instructional
Psychology
J.C. Haydon, B.A., M.Ed., M.S.
C.D. Emerson, B.A., M.Ed.
G.E. Matthews, M.A., M.Ed.
R.W. Cockburn, B.A.

Sociology
L.E. Woods, B.A., M.Ed.
J.W. Hawkins, B.A.
R.E. Mitchell, B.A., M.Ed.

Philosophy
W.P. Lipischak, B.A., M.Ed.
P. Cremasco, B.A.
J.H. Smith, B.A., B.Ed.

Curriculum Methods
W.D. Gilmar, B.A., M.Ed.
R.E. Mitchell, B.A., M.Ed.
E.J. Pierce, B.A., M.S.
Miss M.B. Marsh, M.A., Co-ordinator Primary Education

Curriculum Development
A. Nightingale, B.A., M.Ed., M.S.
Miss H. Borman, B.A., M.Ed., LRSM, Co-ordinator of Music
Mrs. M. Eby, B.A., ARCT
Mrs. V.D. Girhiny, B.A., BPHE
J.W. Hawkins, B.A.
J. Irwin, B.A., M.Ed.
Miss M.B. Marsh, M.A., Co-ordinator Primary Education
E.J. Pierce, B.A., M.S.
J.G. Ponikvar, B.A., M.Ed.
R.A. Shackleton, B.A., M.Ed., Co-ordinator E.T.V./A.V.
R.K. Side, B.A., M.Ed., ARCT
F.J. Sneath, B.A.
Miss M.D. Willard, B.A.
S.H. Zerebny, B.A., B.Ed., M.Sc.

French
J. McDermott, M.A.

Communications Media
B.J.S. Taylor, B.A.

Programs and Courses

General Information
The basic program consists of the *Elementary School Teacher's Certificate program,* which leads to an interim certificate valid for teaching in the Primary, Junior, and Intermediate Divisions, and the Bachelor of Education degree.

In addition to the basic program, the following supplementary programs are offered:

a) *a course leading to the Certificate in Primary Methods, Part I*

b) *a course leading to the Elementary Certificate as Teacher of French to English-speaking Pupils.*

c) *a course leading to an Elementary Certificate in Vocal Music, Type B*

A fuller description of these courses, requirements for admission, and other details are given under *Supplementary Certificate Programs,* page 15.

The Elementary School Teacher's Certificate Program

Semester I – September to December

Introduction to teaching
About six days of observation of children, films, and closed circuit television.

Orientation to teaching
About eight days of experience in the family of associate practice schools, including observation of pupils at work in the classroom, seminars, and the study of school organization and related facilities.

College classes
About seven weeks of study in the three areas of the foundation courses – psychology in education, philosophy in education, and sociology in education – and in curriculum and methods.

Provision is made for candidates to select options that will best meet their particular needs in each of the three foundation courses.

The curriculum component of the program is handled by a team of staff members who, working with large and small groups, investigate

selected facets of the teaching process in depth. Following the study of each facet, the candidate, under the direction of his staff advisor, makes arrangements with an associate teacher in one of the schools in his family of schools to put each teaching procedure into practice.

Practicum
Four weeks of practice teaching.

Areas of concentration
Provision is made for the candidate to concentrate in two adjacent divisions of the three divisions of the school – i.e., Primary/Junior or Junior/Intermediate. All candidates, however, will do some work in all three divisions. Candidates in the Primary/Junior Divisions may undertake additional study toward a Primary Methods Certificate, Part I.

Semester II – January to April

Semester II is divided into two sections – January/February and March/April.

In January, the candidates concentrating in the Primary/Junior Divisions are in the associate schools, while the candidates concentrating in the Junior/Intermediate Divisions are at the College. In February, this arrangement is reversed. During March and April the procedure is repeated.

The Options Program

Semester I

Foundations
Every candidate is required to take one of the two options offered in each of the following areas. Each course involves three hours of class time per week for seven weeks.

• Philosophy
Philosophy 1: Philosophy and theory in education
Philosophy 2: History and philosophy in education

• Psychology
Psychology 1: An introductory course for the candidate with little background in academic psychology
Psychology 2: A course for the candidate with a more extensive background in academic psychology

• Sociology
Sociology 1: An introduction to sociology in education
Sociology 2: An intensive course for the candidate with a background in sociology

Note: An integrated foundations course of contemporary theories in education is offered to candidates whose background and qualifications warrant their taking this course instead of the normal requirements outlined above. The integrated program involves nine hours of class time per week for seven weeks.

Curriculum
A seven-week course conducted by a team of staff members working with large and small groups on selected teaching strategies; skill formation, developmental procedures, inductive-deductive teaching procedures, practice and review, creative expression, appreciation, and the inquiry method.

Following each theoretical study, the candidate is given the opportunity to put the principles studied into practice in the classroom under the guidance of one of the associate teachers. The curriculum program involves six hours of class study *plus* two hours of practice teaching per week for seven weeks.

Semester II

General information
During the January to April period, the class work at the College is an all-option program designed to allow the individual to select a program based on his interests, needs, and abilities. A minimum of seventy-two hours of options must be selected for each of the two blocks of time within either the Primary/Junior or the Junior/Intermediate Divisions.

The Primary Methods, French, and Music Certificate offerings are in addition to the requirement of seventy-two hours.

Options are offered in each of the following general areas:

Arts–Drama, Music, Physical Education, Visual Arts
Communications–English, Mathematics
Environmental Studies–Health, Science, Social Studies
Religion
Philosophy
Psychology
Sociology

Options
The options outlined on pp. 8-11 are offered to students who concentrate in the Primary/Junior Divisions of the elementary school. Options offered to students who concentrate in the Junior/Intermediate Divisions are outlined on pp. 12-14.

Note: 18 hours of options is a minimum weekly load.

Options: Primary/Junior Division

Code:
Cur. 1–subject area and course number
P.J. –division of elementary school (Primary/Junior)
12 –total number of class hours

Curriculum Strategies	
Cur. 1 P.J. 12	Curriculum Guidelines
Cur. 2 J. 12	Media Workshop
Cur. 3 P. 12	Use of Basic Audio-Visual Equipment
Cur. 4 P.J. 12	Archaeology
Cur. 5 J. 8	Newspapers in the Classroom
Cur. 6 P.J. 8	Television Production
Cur. 7 P.J. 8	Evaluating Pupil Progress
Cur. 8 P.J. 4	Theme-Planning
Cur. 9 P. 4	Montessori Education
Cur. 10 P.J. 8	Multi-Media Teaching Kits
Cur. 11 P.J. 8	Strategies in Retrospect
Cur. 12 P.J. 8	Learning with Activity Centres
Cur. 13 P.J. 12	Games and Learning
Cur. 14 P. 8	Tools and Technology
Cur. 15 P.J. 8	"Beg-Borrow-Steal" – Resources in the Classroom
Cur. 16 P.J. 12	Group Dynamics
Cur. 17 P.J. 12	Introducing Group Work
Cur. 19 P. 12	The Fours and Fives Go to School
Cur. 20 P. 12	Sixes, Sevens, and Eights at School
Cur. 21 P.J. 12	Measurement and Evaluation
Cur. 22 P.J. 8	Theme of the Seventies – Pollution

Arts	
Arts 1 P. 12	Integrated Approach to Music, Movement, and Language
Arts 2 P.J. 8	Puppetry – Construction and Application

Drama	
Dra. 1 P.J. 12	Developmental Drama
Dra. 2 P.J. 8	Drama – Power for Learning

Music	
Mus. 1 P.J. 8	Music Appreciation
Mus. 2 P.J. 8	Kodaly Techniques (Mary Helen Richards)
Mus. 3 P.J. 8	Orff Techniques
Mus. 4 P. 8	Repertoire
Mus. 6 P.J. 12	Basic Music Strategies I
Mus. 7 P.J. 8	Sight-Singing
Mus. 9 P.J. 4	Creativity in Music
Mus. 10 P.J. 8	Repertoire
Mus. 11 P.J. 12	Music Strategies II

Physical Education	
P.E. 1 J. 4	Ball Activities
P.E. 2 P. 12	Movement Education, Primary
P.E. 3 P.J. 4	Activities With Small Equipment
P.E. 4 P.J. 8	Gymnastics
P.E. 5 J. 8	Dance in Education
P.E. 6 P. 8	Primary "Dance in Education"
P.E. 7 P. 8	Games in Physical Education
P.E. 8 P. 8	Gymnastics
P.E. 9 P.J. 8	Games of Low Organization

Visual Arts

Vis. Art 1 P.J. 8	Picture-Making – Media and Techniques
Vis. Art 2 P.J. 8	Basic Paper Techniques
Vis. Art 4 P.J. 4	Developmental Stages in the Visual Art of Children
Vis. Art 5 P.J. 8	Print-Making Processes
Vis. Art 6 P.J. 8	Mickey Mouse in the Classroom – Animated Film
Vis. Art 7 P.J. 8	Sculpture and Modelling
Vis. Art 8 P.J. 8	Mural-Making and Group Art Activities
Vis. Art 9 P.J.	The Darkroom

English

Eng. 1 P.J. 8	Writing Mechanics – Handwriting, Spelling, and Grammar
Eng. 2 P.J. 8	An Analysis of Reading Methods
Eng. 3 P. 8	Teaching Phonics
Eng. 5 P. 8	Developing Ability to Read Words
Eng. 7 P.J. 12	Speech Correction in the Primary Grades
Eng. 8 P.J. 12	Reading
Eng. 9 P.J. 8	Written Communication
Eng. 10 P.J. 8	An Analysis of Basal Readers
Eng. 11 P. 4	The Teaching of Oral Reading
Eng. 12 P. 8	Speed Reading in the Primary Grades
Eng. 13 P.J. 8	Developing Listening Ability
Eng. 14 P.J. 8	Writing Poetry
Eng. 15 P.J. 12	Let the Children Write Prose
Eng. 16 P. 12	The Language Experience Approach to Reading
Eng. 17 P.J. 12	Oral English
Eng. 18 P. 8	Let's Look at Reading Approaches in the Early Years
Eng. 19 P. 8	Children's Literature

Mathematics

Math. 1 P. 12	Basic Number Work
Math. 2 J. 8	Concepts and Activities Using Metric Measures
Math. 3 J. 8	Mathematics – An Overview
Math. 4 J. 12	Mathematical Operations
Math. 5 J. 12	Fractions for Juniors
Math. 6 P. 12	Mathematical Operations for Young Children
Math. 7 P. 8	Metrication and Measurement
Math. 8 J. 12	Fractions for Juniors
Math. 9 P.J. 8	Numeration Systems
Math. 10 J. 8	Concepts and Applications Using the Set of Whole Numbers
Math. 11 P.J. 8	Geometry
Math. 12 P.J. 8	Reinforcement of Skills and Concepts Using Games and Puzzles
Math. 13 P.J. 8	Remedial Mathematics
Math. 14 P.J. 8	Aids for Mathematics

Environmental Studies

Env. St. 1 P.J. 12	Environmental Studies
Env. St. 2 P.J. 12	Environmental Studies

Health	
He. 1 P.J. 4	Mental Health in the Classroom
He. 4 P.J. 8	Family Life and Sex Education
He. 5 P. 4	Safety Education, Primary
He. 6 P.J. 8	First Aid for Teachers
He. 7 P.J. 12	First Aid (Standard)
He. 8 P.J. 4	Safety in the Gymnasium
Science	
Sc. 1 P.J. 8	The Concept-Oriented Science Curriculum
Sc. 2 P.J. 8	Science from Toys
Sc. 3 P.J. 12	Animals in the Classroom
Sc. 4 P. 12	Science and Young Children
Sc. 5 P.J. 8	The Process-Oriented Science Curriculum
Sc. 6 J. 8	Microscopy
Social Studies	
S.S. 1 P. 12	Social Studies and Primary Children
S.S. 2 P.J. 4	Communicating Data and Pupil Records
S.S. 3 P.J. 8	Providing for Pupil Involvement and Expression in Social Studies
S.S. 4 J. 12	Social Studies
S.S. 5 P. 8	Cooking with Young Children
S.S. 6 P.J. 8	Current Affairs
Religious Knowledge	
Rel. 1 P.J. 8	Religious Programs in Schools
Rel. 2 P.J. 12	Option for Those Intending to Teach in Separate Schools
Rel. 3 P.J. 4	Religious Questions Children Ask
Rel. 4 P.J. 4	Pseudo-Religions
Rel. 5 P.J. 4	Basic Judaism
Rel. 6 P.J. 4	The Bible as Literature
Rel. 7 P.J. 4	Christianity
Rel. 8 P.J. 4	Christianity and Its Cultural Values
Rel. 9 P.J. 8	The Politics of Religion in the Schools
Foundations	
Fdn. 1 P.J. 12	Counselling for Elementary Teachers
Philosophy	
Phil. 1 P.J. 12	Concepts Related to Discipline
Phil. 2 P.J. 12	Moral Education in the Schools
Phil. 3 P.J. 12	Emotions and Education of the Emotions
Phil. 4 P.J. 12	History of Education in Ontario
Phil. 5 P.J. 12	Living and Learning (Hall-Dennis Report)
Phil. 6 P.J. 12	John Dewey and Pragmatism
Phil. 7 P.J. 4	Maria Montessori

Psychology	
Psy. 1 P.J. 12	Identifying Children with Special Needs
Psy. 2 P.J. 8	Intelligence-Testing
Psy. 3 P.J. 12	Child Study and Self-Awareness Techniques
Psy. 4 P.J. 8	Introduction to Behaviour Modification
Psy. 5 P.J. 12	Education for the Gifted
Psy. 6 P.J. 4	Issues in Education and Psychology
Psy. 7 P.J. 12	Creativity – A Psychological Approach
Psy. 8 P.J. 8	Aspects of Special Education
Psy. 9 P.J. 8	Children with Learning Disabilities
Psy. 10 P.J. 8	Psychology of Language Development
Psy. 11 P.J. 12	Creating Effective Student Profiles
Psy. 12 P.J. 8	The Slow Learner
Psy. 13 P.J. 8	The Perceptually Handicapped

Sociology	
Soc. 1 P.J. 12	Community-School Relationships
Soc. 2 P.J. 12	Teacher-Peer Relationships
Soc. 3 P.J. 4	Communicating with Parents
Soc. 4 P.J. 8	The Expert in the Classroom
Soc. 5 P.J. 12	Ethnic Groups in Ontario Schools
Soc. 6 P.J. 8	Political Factors Influencing Ontario Education
Soc. 7 P.J. 8	The School and the Community
Soc. 8 P. 12	The Child and the Law
Soc. 9 P.J. 8	Routines in the Classroom
Soc. 10 P.J. 4	The Many Faces of the Teacher
Soc. 12 J. 12	School Law – Parameters for "Mass Education"
Soc. 13 P.J. 12	Ethics and Professionalism in Teaching
Soc. 14 P.J. 8	Records in the Elementary School
Soc. 15 P.J. 12	Problems of the Beginning Teacher
Soc. 16 P.J. 4	Routines in the Classroom

Certificate Courses	
Fr. Cert. P.J. I. 75	French Certificate Course
Mus. Cert. P.J. I. 45	Music Certificate Course
Prim. Meth. Cert. P.J. 75	Primary Methods Certificate Course

Options: Junior/Intermediate Divisions

Code:
Cur.1–subject area and course number
P.J. –division of elementary school (Primary/Junior)
12 –total number of class hours

Curriculum	
Cur. 31 J.I. 8	Learning with Activity Centres
Cur. 32 J.I. 12	Simulation Games
Cur. 33 J.I. 8	Writing Performance Objectives
Cur. 34 J.I. 12	Media Workshop
Cur. 35 J.I. 12	Evaluating Children's Progress
Cur. 36 J.I. 12	Canadian Studies – "What Culture? What Heritage?"
Cur. 37 J.I. 8	Screen Education
Cur. 38 J.I. 8	Strategies in Retrospect
Cur. 39 J.I. 12	Long-Range Planning for Instruction
Cur. 40 J.I. 8	Evaluating Pupil Progress
Cur. 41 J.I. 12	Measurement and Evaluation for Teachers
Cur. 42 J.I. 8	News Media and Current Affairs in the Classroom
Cur. 43 J.I. 12	Introducing Group Work
Cur. 44 J.I. 8	Extra-curricular Activities
Cur. 45 J.I. 8	"Beg-Borrow-Steal" – Resources in the Classroom
Cur. 46 J.I. 8	Routines in the Classroom
Cur. 47 J.I. 12	Problems of the Beginning Teacher
Cur. 48 J.I. 8	Living and Learning (Hall-Dennis Report)
Cur. 49 J.I. 4	Routines in the Classroom
Cur. 50 J.I. 8	A Practical Approach to Classroom Control and Discipline
Cur. 51 J.I. 8	Group Dynamics

Music	
Mus. 31 J. 4	Orff Techniques
Mus. 32 J.I. 8	Repertoire
Mus. 33 J.I. 8	Musical Instruments in Concert
Mus. 34 J.I. 12	Basic Music Strategies I
Mus. 35 J.I. 12	The Recorder – An Instrument for the Classroom
Mus. 36 J.I. 12	Music Strategies II
Mus. 37 J.I. 8	Our Musical Heritage
Mus. 38 J.I. 8	Sight-Singing for Teachers
Mus. 39 J.I. 4	Creativity in Music

Physical Education	
P.E. 31 J.I. 12	Dance in Education
P.E. 32 J.I. 12	Minor Games (Games of Low Organization)
P.E. 34 J.I. 12	Dance – Mixers, Folk Dances, Square Dances
P.E. 35 J.I. 4	Volleyball
P.E. 36 I. 12	Physical Education in the New Curriculum
P.E. 37 J.I. 8	Game Skills
P.E. 38 J.I. 4	Soccer Skills
P.E. 41 J.I. 8	Organization in Physical Education
P.E. 42 J.I. 4	Track and Field
P.E. 43 J.I. 8	Aquatics
P.E. 44 J.I. 12	Gymnastics

Visual Art	
Vis. Art 31 I. 8	Drawing and Painting
Vis. Art 32 J.I. 8	Print-Making Processes
Vis. Art 33 J.I. 12	Sculpture, Modelling, and Paper Techniques
Vis. Art 34 J.I. 4	Basic Design and Visual Composition
Vis. Art 35 J.I. 8	Mickey Mouse in the Classroom (Film-Making Techniques)
Vis. Art 36 J. 8	Picture-Making – Media and Techniques
Vis. Art 37 J.I. 8	The Darkroom

English	
Eng. 31 J.I. 4	Oral and Written Language Development
Eng. 32 J.I. 8	Language Usage
Eng. 33 J.I. 12	Reading Approaches
Eng. 34 J.I. 12	Creative and Purposeful Writing
Eng. 35 J.I. 12	Drama in the Classroom
Eng. 38 J.I. 8	Remedial Reading
Eng. 39 J.I. 8	Verse-Making
Eng. 40 I. 8	Literature Programs
Eng. 41 J.I. 12	Oral English
Eng. 42 J.I. 8	Integrating and Individualizing Language Learning
Eng. 43 J.I. 8	Teaching the Novel

Mathematics	
Math. 31 J.I. 8	Practising Skills in Mathematics Through Games and Puzzles
Math. 32 J.I. 4	Enrichment in Mathematics
Math. 33 J. 12	Mathematical Operations
Math. 34 J.I. 12	Making and Using Math Devices
Math. 35 J.I. 8	Metrication
Math. 36 J.I. 8	Geometry
Math. 38 J.I. 12	Number Systems and Their Properties
Math. 39 J.I. 8	Problem-Solving
Math. 40 J.I. 8	Probability and Statistics
Math. 42 J.I. 8	Modern Approaches to Teaching Mathematics
Math. 43 J.I. 12	Mathematical Aids

Environmental Studies	
Env. St. 31 I. 12	Environmental Studies
Env. St. 32 J.I. 8	Archaeology
Env. St. 33 J.I. 12	Outdoor Education
Env. St. 34 J.I. 8	Field Trips with Educational Value

Philosophy	
Phil. 31 J.I. 12	Ancient Education and Today
Phil. 32 J.I. 12	Moral Education in the Schools
Phil. 33 J.I. 12	Concepts Related to Discipline
Phil. 34 J.I. 12	Emotions and Education of the Emotions
Phil. 35 J.I. 8	History of Education in Ontario

Psychology	
Psy. 31 J.I. 12	Creativity – A Psychological Approach
Psy. 32 J.I. 4	Issues in Education and Psychology
Psy. 33 J.I. 8	Intelligence-Testing
Psy. 34 J.I. 12	Child Study and Self-Awareness Techniques
Psy. 35 J.I. 8	Introduction to Behaviour Modification
Psy. 36 J.I. 12	Education for the Gifted
Psy. 37 J.I. 12	Creating Effective Student Profiles
Psy. 38 J.I. 12	The Pre-adolescent – The "Unknown" Child
Psy. 39 J.I. 12	The Exceptional Child – "Specialized" Education
Psy. 41 J.I. 8	Psychology of Language Development
Psy. 42 J.I. 8	Study of Adolescent Children
Psy. 43 J.I. 12	Introduction to Measurement and Experimental Design

Sociology	
Soc. 31 J.I. 12	Record-Keeping
Soc. 33 J.I. 12	School Law – Parameters for "Mass Education"
Soc. 34 J.I. 12	Community-School Relations
Soc. 37 J.I. 12	Politics in Education
Soc. 38 J.I. 12	Teacher-Peer Relationships
Soc. 44 J.I. 8	The Expert in the Classroom
Soc. 45 J.I. 4	Communicating with Parents
Soc. 46 J.I. 8	Ethics, Federations, and Professional Growth
Soc. 47 J.I. 4	The Many Faces of the Teacher
Health	
He. 31 J.I. 4	Charlatans, Hoaxes, and Food Fads
He. 32 J.I. 8	Drugs and the School
He. 33 J.I. 8	First Aid for Teachers
He. 34 J.I. 8	Family Life and Sex Education
He. 35 J.I. 4	Mental Health in the Classroom
Science	
Sc. 31 J.I. 8	Creative Science
Sc. 38 I. 8	Geology
Sc. 34 I. 12	Physical Science for Older Children
Sc. 35 J.I. 8	Teaching Science with Everyday Things – The Bicycle
Social Studies	
S.S. 31 J.I. 8	Current Affairs and Mass Media
S.S. 32 J.I. 12	Different Approaches in History and Geography
S.S. 33 J.I. 12	Project – Northern Ontario
S.S. 34 J.I. 8	Providing for Pupil Involvement and Expression in Geography and History
S.S. 37 J.I. 12	Orienteering, Using Maps, Globes, and Map-making Activities
S.S. 38 J.I. 12	Native People
S.S. 39 J.I. 8	Local Community Studies
Religious Knowledge	
Rel. 31 J.I. 8	Religious Programs in Schools
Rel. 32 J.I. 12	Options for Those Intending to Teach in Separate Schools
Rel. 33 J.I. 4	Religious Questions Children Ask
Rel. 34 J.I. 4	Pseudo-Religions
Rel. 35 J.I. 4	Basic Judaism
Rel. 36 J.I. 4	The Bible as Literature
Rel. 37 J.I. 4	Christianity – Learning to Understand and Respect Its Various Forms of Expression
Rel. 38 J.I. 4	Cultural Values
Rel. 39 J.I. 8	The Politics of Religion in the Schools
Certificate Course	
Fr. Cert. P.J. I. 75	French Certificate Course
Mus. Cert. P.J. I. 45	Music Certificate Course
Foundations	
Fdn. 31 J.I. 12	Counselling for Elementary Teachers
Fdn. 32 J.I. 12	Alternatives in School Organizational Patterns

The Supplementary Certificate Programs

The course leading to the Certificate in Primary Methods, Part I
Candidates will be required to participate in the study of young children and environmental influences on their growth. Candidates will integrate their knowledge of young children as they observe and participate in appropriate teaching strategies in the associate schools.

College staff and associate teachers will help candidates gain the knowledge and develop the skills needed to work in the early school environment. Extended periods of time will be allowed for planning learning experiences (in all curriculum areas) appropriate for children from four to eight years of age.

The certificate in Primary Methods, Part I, will only be granted to those candidates who have been successful in acquiring the Interim Elementary School Teacher's Certificate.

The course leading to the Elementary Certificate as Teacher of French to English-speaking Pupils
To be eligible, a candidate's academic qualifications in French must include, at the very least, standing in French or *français* at the Grade 13 level. In addition, he must be orally fluent and obtain acceptable standing on the oral/written examinations held at the College during the opening days of registration.

It should be noted that: (i) the course time allotted is in addition to that required for the basic program; (ii) the course includes a minimum of two weeks of full-time practice teaching in French; (iii) the Certificate as Teacher of French will be granted only to those candidates who have been successful in acquiring the Interim Elementary School Teacher's Certificate.

The course leading to the Elementary Certificate in Vocal Music, Type B
To be eligible, a candidate's qualifications in music must include, at the very least, Grade 8 instrumental or vocal and Grade 2 theory, or standing at the Grade 13 level. In addition, he must be successful at an examination in sight-singing and ear tests administered by the College.

The candidate who does not possess standing in Grade 2 theory must be successful at an examination in written musical theory administered by the College.

Note: A candidate who possesses musical experience equivalent to the requirements outlined above may be admitted to the course at the discretion of the instructor.

It should be noted that: (i) the course time allotted is in addition to that required for the basic program; (ii) the course includes a minimum of two weeks of full-time practice teaching in Music; (iii) the certificate in Music will be granted only to those candidates who have been successful in acquiring the Interim Elementary School Teacher's Certificate.

Ontario Teacher Education College, Toronto

Staff

Administrative
J. Bain, B.A., B.Ed., Principal
G.E. Walford, B.A., M.Ed., Vice Principal
G.J. Bradshaw, B.A., Vice Principal
W.J. Holtham, B.A., M.Ed.,
Director of Practice Teaching

Secretarial
Miss E. Johnston, Office Manager
Mrs. M. Heughan
Miss S. Sedgwick
Mrs. G. Cheop
Mrs. M. McFarland
Miss J. Fegi
T. Manguiat, Offset Operator

Library
R. Wood, B.A., B.L.S., Head Librarian and
Co-ordinator, Teacher-Librarian Program
W. Park, M.A. Budapest, B.L.S., Librarian
Mrs. J. Forbes, Library Technician
Miss M. Fleming, B.S.C., B.D., Co-ordinator,
Primary Resource Centre
W. Hargrove, Library Technician
Mrs. L. Smith, Library Technician

Media Technician
M. Sitchon

Instructional

Psychology
V.F. Vierin, B.A., M.Ed.
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TESL Program
T. Sando, B.A., M.Ed., Co-ordinator,
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R.G. Gaynor, B.A., M.Ed.
W.J. Nelson, B.A., B.Ed.
Miss D.C. Fuller, B.A., M.A.

Curriculum Methods
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D. McKee, B.A., M.Ed.
Mrs. C. Olsen, B.A., M.Ed.

Curriculum Development
Mrs. P.J. Hughes, B.A., M.Ed.
Miss W. Pauli, B.A., M.A.
R.M. Woods, B.A., M.Ed.
D. Gibb, B.A., M.Ed.
L.R. MacKenzie, B.A., M.Ed.
C.A. Manahan, B.A., M.Ed.
H.M. Archibald, B.A.
B. Stahlke, B.A., M.Ed.
G. Zwaigen, B.A.
W.J.A. Phillips, B.A., M.Ed.
O.G. Rogers, B.A.
E. Wiley, B.A., M.Ed.
K. McKay, B.A., M.Ed.
F.W. Milner, B.A.
S.R. Beisel, B.A., M.Ed.
E. Brophy, B.A., M.Ed.
J.R. Harrison, B.A., M.Ed., Co-ordinator,
Special Music Program
Mrs. R. Turner, B.A.
I.D. Fraser, B.A., M.Ed.
J.D. Staples, B.A.
W.E. Bingham, B.A.
A. Ogden, B.A., M.Ed.
Mrs. M.E. White, B.A.
Mme. H. Cloutier, B.A., B.Paed, M.A.,
Co-ordinator, French Program
Miss K.A. Bennett, B.A., M.Ed.
Miss F. Marsden, B.A., M.Ed.
Mrs. C.M. Dubois, B.A.
J. Eacott, B.A., M.Ed.
Miss S. Stanley, B.A., M.Sc.
D. Longwell, B.A.

Programs and Courses

General Information
The basic program consists of the *Elementary School Teacher's Certificate program,* which leads to an interim certificate valid for teaching for five years from date of issue in the Primary, Junior, and Intermediate Divisions, and the Bachelor of Education degree.

The following supplementary courses are offered in addition to the basic program:

a) *a course leading to the Certificate in Primary Methods, Part I*

b) *a course leading to the Elementary Certificate as Teacher of French to English-speaking Pupils*

c) *a course leading to the Elementary Certificate in Vocal Music, Type B*

d) *a course leading to the Elementary Certificate in Special Education*

e) *a course leading to the Elementary Certificate in Teaching English as a Second Language*

f) *a course leading to an Elementary Certificate for School Librarians*

The Elementary School Teacher's Certificate Program
The EST Certificate program is designed to be as diverse as possible in covering the Primary, Junior, and Intermediate Divisions. It should culminate in a sound conceptual base for the beginning teacher. There is provision for a candidate, during the latter stages of the program and in areas of both field experience and college instruction, to concentrate in divisional levels of his choice.

Semester I

An introductory session of approximately twelve days, designed to introduce the student-teacher to the concept of teaching – i.e., the planning of learning experiences for and with a learner or group of learners. Through work with both large and small groups, observation, demonstrations, micro-teaching, mini-teaching, video tapes, films, etc., candidates may gain insights into some fundamental concepts – for example, the child as a learner in the cognitive, psychomotor, and affective domains; the teacher as a learning facilitator; factors in planning the learning experience – objectives, selection and organization of content, motivation, strategies, questioning, etc.

This introductory program is designed to provide a sound conceptual base, which, together with practical experience in the classrooms of associate teachers, will enable the student-teacher to acquire a good professional foundation.

Semester II

A general instructional program of approximately fifty days' duration, coupled with fifty days of field experience in the associate schools, designed to give the student-teacher as broad a coverage of pedagogical theory and practice as possible in the Primary, Junior, and Intermediate Divisions of the school.
The program includes:

Foundations of education

• Philosophy in Education
A preliminary study of the philosophical background of modern educational problems, aimed at encouraging the candidate to think critically about contemporary theories and issues in education.

• Psychology in Education
A survey study of psychology, interpreted educationally, and with particular relevance to the learning patterns of the child in the school environment.

• Sociology in Education
A survey of educational topics related to the sociological growth of children as influenced by the social, economic, and legal factors affecting education and its administration in Ontario.

Note: In accordance with the depth of their undergraduate studies in the fields of psychology, philosophy, and sociology, candidates may choose a level of study from three offered:

Level 1 – for candidates with little or no academic background in any one of the three foundations courses;

Level 2 – for candidates with considerable academic background in one or more of the three foundations courses;

Level 3 – for candidates who concentrated in any one of the three foundations courses.

It should be noted that, at the discretion of the instructor, the three foundations courses may be integrated for the presentation of certain educational themes.

Curriculum methods
In preparation for the practicum, a study of children's learning experiences within the framework of: basic components of the teaching-learning process; behavioural objectives as elements of the psychomotor, cognitive, and affective domains, with emphasis on the higher levels of Bloom's taxonomy; strategies for teaching, illustrated by the psychomotor models, concept-formation models, generalization models, creative problem-solving models, affective models, play theory and simulation games as propounded by studies of authors such as Ausubel, Bruner, Glasser, Gordon, Piaget, Skinner, Suchman, Taba, and Torrance; verbal and non-verbal interaction in the classroom, including a taxonomy of questioning; procedures for individualizing instruction, techniques of grouping, evaluation of pupil and teacher.

The program is conducted in a variety of practical situations, including mini-teaching, small-group workshops, seminar presentation, and analyses of film and video-tape materials.

Curriculum development
Aims, scope, content, and sequence of the subjects of the school curriculum, Primary, Junior, and Intermediate, both multi-disciplinary and inter-disciplinary in nature; materials and media adapted to specific subjects; current approaches to curriculum construction and implementation in:

• English
Development of the interrelated communication skills of speaking, listening, writing, and reading in accordance with children's experiences and with particular emphasis on current practices in beginning and advanced reading.

• Mathematics
A study designed to equip the beginning teacher with the attitudes, skills, and knowledge necessary to guide children in the discovery and reinforcement of: mathematics as a medium of communication; the underlying and unifying principles of mathematics; basic mathematical concepts in the areas of number and operations, measurement, and shapes and space.

• Social Studies, History, and Geography
An investigation into the curriculum requirements necessary for various teaching-learning environments; an investigation of the appropriate selection of content in diverse social environments and at different school division levels; a study of the elements and techniques required for curriculum construction and the pertinent choice of teaching strategy for curriculum implementation.

• Science
A study designed to enable the beginning teacher to gain experience and confidence in elementary science teaching through active, practical workshop sessions that explore the nature of science as it relates to the elementary school child.

Provision is made for interested students to spend one week in residence at an outdoor education centre in association with highly skilled specialists in outdoor education.

• Music
A survey study designed to help the beginning teacher to develop personal sensitivity to music and attain a level of competence that will enable him/her to involve children in a challenging music program that reflects the child's needs to perform, create, and listen. The course also includes the study of techniques, materials, and current trends.
Note: Candidates are streamed in accordance with their facility in music.

• Art
A study of curriculum design for the elementary school art program, coupled with a practical survey of techniques and materials used in such a program.

• Health
A course in health education designed to develop: awareness of the health services present in the school and community; understanding of the teacher's role in promoting and maintaining the health of the children in his charge; curriculum-building techniques through the development of concepts related to the child's growth and development, community health problems, safety, prevention of disease, family life education, personal health practices, consumer studies, mood modifiers, and nutrition.

• Physical Education
A participation course of co-curricular experiences in games, gymnastics, and rhythmic activities such as are found in the Primary, Junior, and Intermediate jurisdictions of the elementary school.

Note: At the discretion of the staff, the curriculum development areas of study may be integrated in some instances under:
Arts – Art, Music, Physical Education
Communications – English, Mathematics
Environmental Studies – Social Studies, Science, Health.

Practicum
• The teacher-assistant program
Under this program, host teachers of area school boards receive student teachers as teacher-assistants for a predetermined number of days arranged between the College and the boards. During the 1974-75 college year, the program numbered twenty days, generally two days per week, from September through November. This type of field experience, based on an informal non-evaluative concept, is intended to contribute to the personal growth of the student teacher and provide him/her with a broad base of insight and confidence. A student teacher will thus be able to move more confidently into regular practice-teaching sessions.

• Practice teaching
Provision is made for eight weeks of practice teaching, generally two single weeks during the fall program and three double-week sessions at two-week intervals during January through April. Candidates are afforded freedom with regard to choice of divisions (Primary, Junior, or Intermediate) and subject areas, if desirable, and, for the last double-week session, the choice of geographical location beyond the

regular practice-teaching boundaries of OTEC, Toronto, which are normally Metropolitan Toronto and Ontario, Peel, and York counties.

In total, the field experience numbers sixty days.

Note: Provision is made for candidates in options of Special Music, French, Special Education, Teaching English as a Second Language, and School Librarians to undertake a minimum of two to a maximum of four weeks of full-time practice teaching in their respective options.

Semester III

A culminating program of approximately twenty-five days' duration, coupled with ten days of field experience in the associate schools, designed to accommodate a candidate's choice of concentration at one of the three divisional levels (Primary, Junior, or Intermediate). Provision is made as well for the selection of electives, whereby candidates are given the opportunity to explore, at greater depth, areas of study outside the choice of divisional concentration – for example, *Man: A Course of Study; Drugs and Family Life; Remedial Reading in the Junior/Intermediate Grades; Puppetry in the Schools,* etc.

The Supplementary Certificate Programs

The Primary Methods Program
A program designed to provide the student-teacher with a knowledge of curriculum-building in the fields of language arts, music, art, physical education and movement, mathematics, and environmental studies, with particular emphasis on the Primary level of the elementary school.

Experience with children of four through eight years of age is gained in a variety of ways, including formal practice-teaching sessions and field experience under a teacher-assistant program. As they explore and develop skills in various curricular areas, candidates are helped to apply their growing competencies in meaningful educational programs for young children. Of extreme importance in the program is the candidate's ability to observe children perceptively and to self-evaluate critically and professionally. Through emphasis on commitment, candidates are encouraged to build the self-confidence required for working effectively with young children.

Successful completion of this course leads to a Primary Methods Certificate, Part I. The granting of the certificate is contingent on the acquisition of the Interim Elementary School Teacher's Certificate.

The Oral French Program
A course in methodology and French conversation, designed to prepare a qualified candidate as teacher of French to English-speaking pupils in the elementary schools.

To be eligible, a candidate's academic qualifications in French must include, at the very least, standing in French or *français* at the Grade 13 level. In addition, he must be orally fluent and obtain acceptable standing on the oral/written examinations held at the College during the opening days of registration.

Areas of study include: language skills and their acquisition – the nature of the four basic skills; the order of their introduction in the Ontario curriculum in French; basic principles of methodology – a study of the different methods used in the teaching of French, with special emphasis on the structural-linguistic approach; an understanding of various programs used in Ontario such as *Ici On Parle Français, Le Français International, J'Ecoute, Je Parle . . .*; a study of current curriculum trends in action, immersion classes, and French in the open area school.

Successful completion of this course leads to a Certificate as Teacher of French to English-speaking pupils. The granting of this certificate is contingent on acquisition of the Interim Elementary School Teacher's Certificate.

The Special Music Program
An in-depth course designed to prepare the musically experienced candidate to teach Music in an elementary school, to assume such additional music responsibilities as assisting other teachers and conducting choirs, and to begin a career as a music specialist.

To be eligible, a candidate's qualifications in music must include, at the very least, Grade 8 instrumental or vocal and Grade 2 theory, or standing at the Grade 13 level. In addition, he must be successful at an examination in sight-singing and ear tests administered by the College.

The candidate who does not possess standing in Grade 2 theory must be successful at an examination in written musical theory administered by the College.

Note: A candidate with musical experience equivalent to the requirements outlined above may be admitted to the course at the discretion of the instructor.

In addition to regular program content, the following areas will be studied in depth: music appreciation, conducting, theory, sight-singing, methods and practice teaching, songs and choral work.

Successful completion of this course leads to an Elementary Certificate in Vocal Music, Type B. The granting of this certificate is contingent on acquisition of the Interim Elementary School Teacher's Certificate.

The Special Education Program
A preliminary study designed to introduce the teacher-in-training to the broad spectrum of education for the exceptional child. The course includes: a survey of the various dimensions of education for exceptional children, including an investigation of pertinent legal, psychological, medical, and social factors; identification of exceptional students and a study of areas of commonality, and instructional approaches in their education.

To be eligible, a candidate must hold a university degree with a minimum of three full courses in psychology, including a course in each of Child Development and Learning Theory, and be able to submit evidence of field experience, preferably in a Special Education setting.

Before final approval for admission is granted, a candidate is required to have a personal interview with a member of the college staff in Special Education. Successful completion of this course leads to an Elementary Certificate in Special Education. The granting of this certificate is contingent on acquisition of the Interim Elementary School Teacher's Certificate.

The Program in Teaching English as a Second Language
An introductory study of the unique circumstances, problems, assets, and expectations of the immigrant child and adolescent whose mother tongue is not English. The course is designed to acquaint the teacher-in-training with some of the cultural and linguistic characteristics he will encounter among immigrant children as well as with the expectations and concerns that immigrant parents have regarding their children. The course will also familiarize the teacher-in-training with major approaches, issues, and problems associated with teaching English as a second language.

To be eligible, a candidate must hold a university degree, preferably with a major concentration in Psychologoy, Sociology, or Linguistics, *or* a total of three courses from among the three disciplines noted. In addition, he must be able to submit evidence of field experience related to the teaching/learning of English as a second language.

Before final approval for admission is granted, a candidate is required to have a personal interview with a member of the college staff.

Successful completion of this course leads to a Certificate in Teaching English as a Second Language. The granting of this certificate is contingent on acquisition of the Interim Elementary School Teacher's Certificate.

The Elementary School Librarians Program
An introductory study designed to introduce the teacher-in-training to the philosophy and function of the school library within the school and the community. The course will focus on the following areas: library services; the selection, organization, and administration of library materials; selection, cataloguing, distribution, and utilization of print and non-print materials; children's literature; Canadian materials; and reference services. To be eligible, a candidate must hold a university degree, preferably with a major concentration in English, and be able to submit evidence of field experience in a library setting.

Before final approval for admission is granted, a candidate is required to have a personal interview with a member of the college staff in school librarianship.

Successful completion of this course leads to an Elementary Certificate for School Librarians. The granting of this certificate is contingent on acquisition of the Interim Elementary School Teacher's Certificate.